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1. INTRODUCTION

Today's financial world is highly complex when compared with that of a generation ago. Forty years ago, a simple understanding of how to maintain a current and savings account at local banks and savings institutions may have been sufficient. Now, consumers have to differentiate between a wide range of financial products and services, and providers of those products and services".

Women constitute almost half the human race. Education has been recognised as an essential agent of social change and development in any society and any country. Education considered as a potent instrument through which processes modernisation and social change come into existence. Education exposes people to new thoughts and ideas and provides necessary skills hence, to think harmonies development without educating women is impossibility. Moreover it is rightly said that to educate the women is to educate the whole family. With rapidly changing financial markets and increasing individual responsibility for being make informed financial decisions has become of paramount importance. Not only is financial illiteracy widespread, but it is particularly severe among women. This is important because women tend to live longer than men; thus their savings needs are different.

Financial education can benefit consumers of all ages and income levels. For young adults who are just starting their working lives, it can provide basic tools for budgeting and saving so that expenses and debt can be kept under control. It can help families acquire the discipline to save for a home of their own and/or for their children's education. It can help older workers ensure that they have enough savings for a comfortable retirement by providing them with the information and skills to make wise investment choices with both their pension plans and any individual savings plans. It can help those at lower income levels to make the most of what they are able to save and help them avoid the high cost charged for financial transactions by non-financial institutions. This means that one's level of financial literacy may affect his/her quality of life profoundly. It shapes the ability of one to provide for self and the family; invest in his/her future and the future of his/her children and contribute to the community as a good citizen.

Financial literacy can promote sound personal financial management practices among which will enable them manage effectively hectic financial times. It includes understanding how a checking account works, what using a credit card really means, and how to avoid debt. In sum, financial literacy impacts the daily decisions an average family makes when trying to balance a budget, buy a home, fund their children's education and ensure an income at retirement.

1.1 FINANCIAL LITERACY

According to the OECD, "Financial literacy is a combination of awareness, knowledge, skill, attitude and the behaviour necessary to make sound financial decisions and ultimately achieve individual financial wellbeing". Similar to literacy, it can be viewed as an expanding set of knowledge, skills and strategies, which individuals build on throughout life, rather than as a fixed quantity. Consumer understanding of financial concepts and ability to correctly interpret financial data is what is generally referred to as financial literacy in the field of consumer finance.

Other definitions add that Financial literacy is mainly used in connection with personal finance matters (e.g. real estate, insurance, investing, saving, tax planning and retirement), including the understanding of financial concepts like compound interest, risk diversification, advantageous savings methods, and consumer rights.

Studies related to financial literacy in general measure three specific concepts:

1) Knowledge of fundamental financial concepts.
2) Awareness of products and services offered by different financial service providers and an understanding of the risks associated with using these products and services.
3) Understanding how to manage personal finances or use financial services.

According to the World Bank, the terms the term financial literacy is associated with financial knowledge, while financial capability is a broader term encompassing behaviour and the interaction of knowledge, skills and attitudes.

According to Murray (2010) It is a set of capabilities such as general literacy, problem solving ability, numerical ability applied to personal finance. Financial Literacy is relative in the sense that it is specific to socioeconomic conditions of the people and is linked to their specific problems such as exclusion.

Atkinson and Messy (2011) define Financial literacy as "a combination of awareness, knowledge, skills, attitude and behaviours necessary to make sound financial decisions and ultimately achieve individual financial wellbeing"

National Council on Economic Education (NCEE, 2005) mentions Financial Literacy as "familiarity with basic economic principles, knowledge about the U.S. economy, and understanding of some key economic terms."

According to RBI, Financial literacy can broadly be defined as "Providing familiarity with and understanding of financial market products, especially rewards and risks, in order making informed choices".

The President's Advisory Council on Financial Literacy (PACFL, 2008) defined Financial Literacy, as "the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial well-being".

Draft of National Strategy on Financial Education (2012), by Indian Government mentions that "The main components of financial education are understanding the key financial products one may need throughout one's life; understanding basic financial concepts; developing skills and confidence to be aware of financial risks and opportunities and to benefit from them for making sound financial choices about saving, spending, insurance, investing; and managing debt throughout one's life."

Remund (2010) conducted a review of research studies since 2000 and identified five categories where the conceptual definitions of financial literacy fall:

1. Knowledge of financial concepts;
2. Ability to communicate about financial concepts;
3. Aptitude in managing personal finances;
4. Skill in making appropriate financial decisions;
5. Confidence in planning effectively for future financial needs.

1.2 IMPORTANCE OF FINANCIAL LITERACY

Financial literacy improves ability of the people in availing financial services, planning their own finances and optimal utilization of resources which in turn promotes economic development. It is a lifelong process, related to the knowledge and to life situations. Its main characteristic is that basics of it can be improved through teaching.
Financial literacy increases confidence and self-control of the people, which in turn facilitates their participation in the formal economic system. It will finally lead to empowerment and well-being.

Researchers have concluded that financial literacy is necessary for wellbeing of individuals and for development of economy. However, Willis (2008) has taken contrary view arguing that, there is no a consensus, on the definition of financial literacy as well as on the method of its measurement. Therefore outcome of the studies cannot be taken as a benchmark. Moreover financial literacy programme are entailed with the costs. On the other hand, effectiveness of these programmes is not supported by empirical evidence. The cost benefit analysis of these studies and programmes is required to be done. The cost of running these programs outweighs benefits, because given the complex nature of financial industry; consumers require multidisciplinary knowledge to make them capable enough to take the decision. Financial education will increase the knowledge of consumers, which is may be actual or perceived. Actual knowledge promotes such desirable behaviour as explained above. However, perceived financial knowledge is an illusion of being aware and would also promote the same desirable behaviour that may result in bad decisions and irreversible financial mistakes.
Contrary view apart, there is a lack of consensus amongst the researchers, as to what constitutes financial literacy. So also relationships between financial education, financial literacy and financial behaviour are not fully known. In ultimate analysis, the financial behaviour is important. It is an outcome of additional factors such as attitudes and experiences which are personal in nature. In addition to the complexity of financial behaviour, the knowledge gaps exist, about the mutual relationship between these factors

1.3 PURPOSE OF FINANCIAL LITERACY

As per RBI guidelines, the Bank has set up Financial Literacy Centres (FLCs) with the following objectives:

- To facilitate financial inclusion through provision of two essentials i.e. Literacy and easy access.
- To disseminate information regarding the central bank and general banking concepts to various target groups, including schools and college students, women, rural and urban poor, defence person and senior citizens.
- For effective use of financial services by common man.

1.4 BENEFITS OF ENHANCED FINANCIAL LITERACY

- Financially educated consumers are more likely to save their money, compare financial products and services, and seek and give advice on money matters.
- Access to finance is known to create incentives and environments that promote desired financial behaviours such as saving, budgeting, or using credit wisely.
- Financial literacy can help to prepare consumers for tough financial times, by promoting strategies that mitigate risk such as accumulating savings, diversifying assets, and purchasing insurance.
- Greater financial knowledge, together with behavioural change to apply the lessons of financial education, reduces the likelihood that consumers at any income level will fall prey to unscrupulous salespeople and purchase products or services that aren't in their best interest
- For poor and rich alike, financial literacy provides greater control of one's financial future, more effective use of financial products and services, and reduced vulnerability to overzealous retailers or fraudulent schemes.
- Financial literacy also reinforces responsible behaviours such as conscientious tax payments, timely clearance of bills and avoidance of over-indebtedness etc.

1.5 MEASURES TAKEN IN INDIA

India has large proportion of financially excluded population. There is also financially included population participating in financial as well in consumer markets. Therefore different approaches are needed depending on the sector of population. The programmes for excluded section are basic and aim at avoidance of exploitation and over indebtedness and eradication of money lending practices in the country.

The areas identified for included sector are; banking, securities market, insurance and retirement planning. In addition to basic knowledge, features of market products are also the learning objectives.

Various surveys show that the level of financial literacy of Indians is low. India stands in the 23rd position out of 27 countries in the recent survey conducted by Visa. Our government and other agencies have taken various steps to overcome the gap. The following are some of the initiatives taken:-

- Inclusion of Financial literacy in School curriculum
- 658 Financial literacy centres are operating all over India to spread financial literacy.
- SEBI initiated nationwide campaign to spread financial education to various target segments such as students in schools and universities, working executives, home makers, retired personnel, self-help groups, etc.
- Seminars on various aspects like savings, investment, financial planning, banking, insurance, retirement planning, etc.
- More than 3,500 workshops were conducted.
- Essentials of Investing': A set of 11 booklets
- 'Markets in Motion': A weekly briefing on major developments in economy and finance.
- Many programs and competitions are conducted among the kids to develop the awareness of financial literacy

The Reserve Bank has undertaken a project titled 'Project Financial Literacy'. The objective of the project is to disseminate information regarding the central bank and general banking concepts to various target groups, such as, school and college going children, women, rural and urban poor, defence personnel and senior citizens. It would be disseminated to the target audience with the help, among others, local government machinery, NGOs, schools, and colleges through presentations, pamphlets, brochures, films, as also through the Reserve Bank's website. The Reserve Bank has already created a link on its web site for the common person to give him/her the ease of access to financial information in English and Hindi, and 12 Indian regional languages.

1.6 INFERENCES FROM THE REVIEWS COLLECTED

An individual is said to be financially literate if he/she is able to perform the following:

- **Financial knowledge and understanding**: The individual should be aware of the products available in the market. Should possess adequate knowledge about the basics of the products, the related concepts, consumer rights of such products and its use.
- **Choosing appropriate products**: Should be able compare similar products and choose the product which suits their requirement. Financial knowledge about the various products would enable this.
- **Financial Planning**: The intensity to save and plan for their retirement life should be clear. Investing in proper avenues or saving through various investment plans shows their attitude and behaviour towards financial matters. The studies show that the financial attitude and behaviour is highly influenced by financial knowledge possessed by an individual.
- **Day to day money management**: Financial literacy helps an individual to have control over his financial matters. It enables an individual to frame appropriate budgets which in turn helps them to track his finances and meet the ends.

Financial literacy is a global concern. The level of financial literacy required depends upon the financial needs and behaviour of an individual. From the above studies, it is inferred that financial literacy is highly influenced by age, region or country in which the individual resides, the financial environment which he experiences, the level of income, socio demographic factors like his family, number of dependents, mother's education, financial advice etc. The need to know the level of financial literacy of various groups is inevitable.

1.9 WOMENS SPECIFIC NEEDS FOR FINANCIAL EDUCATION

Both women and men need to be sufficiently financially literate to effectively participate in economic activities and to take appropriate financial decisions for themselves and their families, but women often have less financial knowledge and lower access to formal financial products than men. Women therefore have specific and additional financial literacy needs.

Women are likely to take primary responsibility for childrearing, to make important and daily decisions about the allocation of household resources, and to have a major role in the transmission of financial habits and skills to their children. Hence, they need to have adequate financial skills not only for themselves but also for future generations. In addition, women have a weaker labour market position with respect to men. In 2011, on average across OECD countries, 60% of women were in the labour force compared to 72% of men. Around 25% of women in employment worked part-time, compared to only 9% of employed men. Among full-time employees, women earned on average 15% less than men. As women also live longer than men, and yet have shorter working lives and lower average incomes from which to save for old-age, they need to be sufficiently financially literate to manage the greater financial risks that they face.

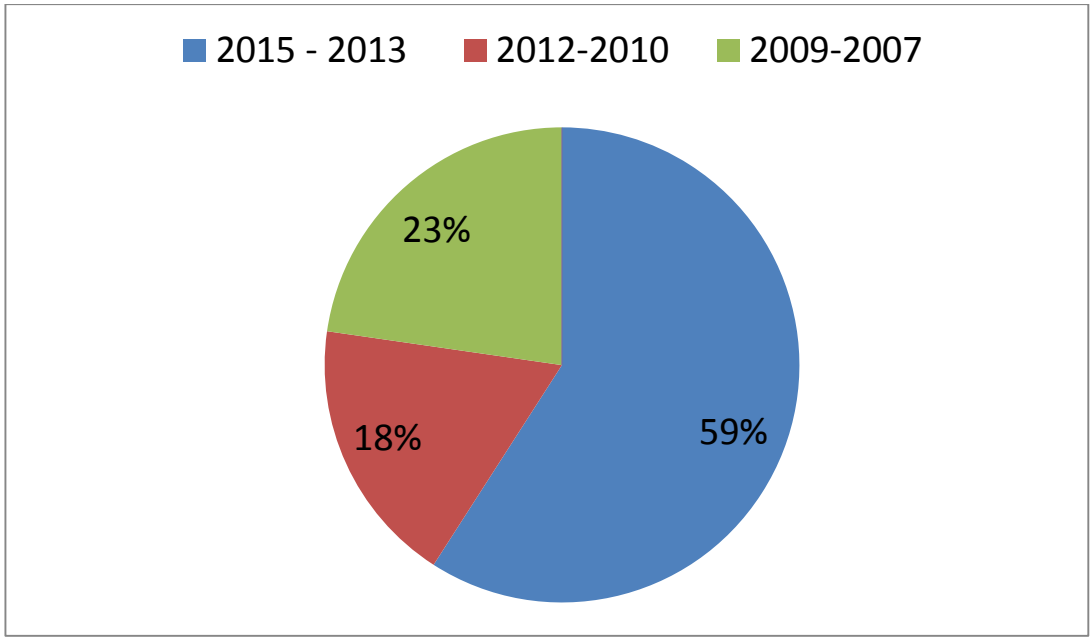
All this is made more difficult by the fact that in many countries public policies especially concerning pensions and health care – have shifted the burden of long-term financial decision-making onto the individual. At the same time, the complexity of financial markets is increasing, and women need to acquire the financial knowledge, confidence, and skills to effectively participate in economic activities and financial decision-making, both within and outside their households.

Financial literacy is needed not only to improve women's management of their personal and household finances, but also to empower them to choose and access appropriate financial services and products, as well as to develop and manage entrepreneurial activities.

2

REVIEW OF LITERATURE

Year – Wise Distribution of reviewed research paper



2.1 TABULAR PRESENTATION OF ARTICLES REVIEWED

Study References	Study Objective	Country	Sampling Method, Sampling Size, Data Sources	Data Analysis Method	Findings
Agarwal P, Ansari Shamin, & Yadav Suman (2015)	The aim of this study is to analyze the investment decision of saving among respondents, it also studies about the knowledge about the investment avenue and analyze the investment pattern of both the teaching and non-teaching female staff in education sector.	India	SS:40 DS: Primary & Secondary SM: Questionnaire	Descriptive statistics	Women should be more knowledgeable about the investment avenue since they generally depend on their spouses or other family members. Due to improper knowledge about the investment alternatives they are not allowed to take decision.
Sharma. A (2015)	The aim of this study to analyze that women investors are inclined in enhancing their financial knowledge which eventually will lead to their empowerment.	India	SS: 150 DS: Primary & Secondary Data SM: Questionnaire	Group Interview	It has been recognized by women that they are unable to take wise financial decisions because of lack of financial literacy. It is only handful of women who are well aware of the financial market and are capable of taking investment decisions.
Owusu Nkrumah Eric (2015)	The purpose of this research was to assess the level of financial literacy among teachers with a focus on teachers in the Sekyere East District. The main objective of the	Ghana	SS:150 DS: Primary data & Secondary data SM: Stratified & Convenience sampling	Variance and logistic regression analyses	The findings on the overall financial literacy show that, generally teachers in the District have inadequate or low financial literacy level with an overall mean correct % score of 53.68.

	study is to assess the financial literacy among teachers.				
T.S Shobha & S Shalini (2015)	The aim of this study is to analyze the level of awareness and perception of financial planning among the women and the challenges faced by women in financial planning.	India	SS: 150 DS: Primary & Secondary Data SM: Structured Questionnaire	Ranking Techniques	The research topic has been instrumental in identifying the perception of women towards financial planning clearly identifies the challenges and their perceptions through their process of financial planning.
Rabtsinski. Deniss (2015)	The paper discusses the problem of low financial literacy levels that people have in today's world and how financial literacy levels can be improved through school education.	Estonia	SS:150 DS: Primary data	E-mail Interview	Financial education can be in different forms: seminars, trainings, books, courses, etc., and it is aimed at improving peoples' understanding of this modern complex financial environment.
Dwivedi Monika & Purohit Harsh (2015)	The present paper focuses on the parameters & analysis are done on why men are more financially literate than women.	India	SS: 200 DS: Secondary data	Cluster Sampling	There is strong need of financial literacy awareness all across the India, in which rural area individuals have low level of literacy as well as inclusion which shows that there is lack of awareness and low access to financial services. Similarly the situation of women is very concerning in financial literacy as well as in inclusion.
Sekar.M (2015)	The study focuses on financial literacy among	India	SS: 200 DS: Primary data	Annova test	The results of the study suggest that level of financial

	Generation Y Employees and to examine how well-equipped they are to make financial decisions.		& Secondary data		literacy varies significantly among respondents based on various demographic and socioeconomic factors.
Ambarkhane Dilip (2015)	The paper focuses on the literature review of definitional and measurement aspects of financial literacy. It makes an attempt to identify the various aspects involved in defining and measuring financial literacy in Indian context.	India	SS:100 DS: Primary data & Secondary data	Explorator y research	The level of financial literacy worldwide is observed to be low. Considering the education system in India, we suspect that financial literacy here must be at low level.
Gupta Karan & Negi Vinod(2014)	The present paper focuses on determining the financial literacy level of people living in Shimla.	India	SS: 100 DS: Primary & Secondary data SM: Questionnaire	Chi– square test	The level of financial literacy among male respondents in more than the female respondents this may because the decision making power is in the hands of the male of the family and every decision is taken by them whereas the age of the respondent does not play any significant role in the financial literacy level.

Ramasawmy. Deerajen, Thapermall. Savila (2013)	The aim of this study was to assess the level of awareness of financial literacy among management students at the University of Mauritius.	Malaysia	SS:100 DS: Primary data & Secondary data SM: Questionnaire	Five point likert scale, Chi square	Recommendations are made so as to improve their level of knowledge and understanding in financial matters not only for management but for all students at the University, such as the need to include financial literacy courses in all curriculums.
Taft Kalantarie M, Zardeini Zare (2013)	The aims of the paper is to study the relationship between financial literacy and financial wellbeing, financial literacy and financial concerns, and financial well-being and financial concerns were assessed in this study. Also, the role of demographic characteristics including age, sex, marital status and education level on the score change of financial wellbeing, Financial literacy and financial concerns were investigated.	Iran	SS: 103 DS: Primary & Secondary data SM: Questionnaire Simple Random Sampling	Descriptive Statistics SPSS statistical software Pearson correlation test	The results revealed several important points. First, there is a positive relationship between the age and variables of financial wellbeing and financial literacy, marital status and financial literacy variable, and education level and financial well-being variable and financial literacy. Second, a higher level of financial wellbeing is followed by financial literacy. Third, higher financial literacy leads to less financial concerns.
Shaari Azizah Noor (2013)	The main objective of this study is to examine the financial literacy level among students from the	Malaysia	SS: 384 DS: Primary & Secondary Data SM:	Multiple Linear Regression Annova	The university students take on higher levels of personal financial responsibility, their interest in personal

	local Universities in year 2010. Since most of the Universities students live apart from their parents, hence they make financial decision on whether to save, spend or invest based on their financial knowledge.		Questionnaire Convenience Sampling SPSS software system	Alpha Coefficient	finances heightens and learning takes place. It is also more likely that college age students are experiencing more challenges with finances as they pay bills, use credit cards, workings, savings, budgeting monthly expenses, and manage student debt.
Jacob Joshy, Varma R. J (2013)	It aims to study the influence of various socio-demographic factors on different dimensions of financial literacy in urban India.	India	SS: 1000 DS: Primary & Secondary data	Multinomial Regression Spearman Rank Correlation	Despite the education levels of the respondents in the sample being high (large proportion being graduate and post-graduate), that does not translate into adequate financial literacy. This is likely to be due to absence of inputs relevant to financial literacy in the general education process.
Bijili K Heena (2012)	The study aims to show the money Management practices of women SHG members, who were users of micro-credit through an MFI.	India	SS:200 DS:Primary data	Semi structured Interviews & Group interview	The basis of the findings that revealed limited knowledge of the women regarding value for savings, cash flow management, capital formation and account keeping, financial literacy modules were developed for empowerment.
Agarwalla Kumar Sobhesh (2012)	The study provides results about three key demographic groups – students, young employees	India	SS: 1001 DS: Primary data & Secondary data	Exploratory and Descriptive Research	The striking conclusion of the study is that financial knowledge in India is very poor

	and retired persons.		SM: Questionnaire		as compared to the global standards. A large part of this is due to poor numeracy skills and can be attributed to the poor elementary and primary education system as documented in other studies.
Agarwalla Kumar Sobhesh (2012)	The study provides results about three key demographic groups – students, young employees and retired persons.	India	SS: 1001 DS: Primary data & Secondary data SM: Questionnaire	Exploratory and Descriptive Research	The striking conclusion of the study is that financial knowledge in India is very poor as compared to the global standards. A large part of this is due to poor numeracy skills and can be attributed to the poor elementary and primary education system as documented in other studies.
Otter Dan (2010)	The purpose of this study was to learn teacher attitudes and beliefs about teaching personal finance, as well as teacher understanding of a few core personal finance concepts.	California	SS: 1120 DS: Primary data SM: Questionnaire	Descriptive statistical method	Lack of suitable curriculum, lack of classroom materials, lack of instruction time, and lack of subject matter knowledge were identified as barriers to successful personal finance instruction. Respondents preferred format for professional development is a workshop that increases teacher financial literacy.
Klatt Martha(2009)	The objective of the study is to find the barriers women face with subject to the subjects of financial literacy,	U.K	SS:300 DS: Qualitative Reserach	Likert scale	There is still the trend of women not participating fully in retirement planning and not as

	financial barriers, challenges women face, and investing and investment strategies				comfortable as men in seeking financial advice. And education plays an important role in the financial literacy of women.
Hung. A.Angela , Parker M. Andrew (2009)	The aim of the study is to find the current economic conditions have which have raised serious concerns about Americans' financial security, especially for those who lack the skills and resources to withstand financial market downswing.	U.S	SS: 2000 DS:Self-assessment	Correlation Method	Financial literacy should be distinguished from financial attitudes, which logically derive in part from underlying preference .To the extent that self-reports include endorsements of certain behaviours or concepts that are at least in part preference-based, this should be distinguished from knowledge, skills, or behaviour that can be judged against a normative standard.
Zukang Sha (2009)	The aim of the study is to addresses the important theme of "Women's control over economic resources and access to financial resources, including micro finance".	New York	SS: 500 DS: Primary & Secondary Data	Online survey	A range of economic and social multiplier effects are generated by improvements in women's access to and control over economic resources—at both micro- and macro levels.
Clitheroe Paul (2008)	This report builds on the findings of the Financial literacy – Australians	Australia	SS: 7500 DS: Primary & Secondary Data	ABS population statistics Computer	The lesson from self efficacy may be that the best program for financial literacy is

	understanding money report, which examines the attitudes and behaviours of all Australians when it comes to using and managing money, by examining the findings in greater detail.		SM: Self Assessment Quantitative questionnaire	Assisted Telephonic Interview Chi- square	one that gets people started as soon as possible with an achievable goal, while being enough of a challenge to build confidence. Self efficacy gains can then be achieved from the experience of having accomplished the goal.
Date Robyn, Agent Jo (2007)	The aim of the study is to discover what women in Victoria, understand about the financial literacy level and ways to improve these levels.	Victoria	SS:114 DS: On line survey through gender lens	Focus group interview	There are gaps in our knowledge and experiences of the women in Victoria. More awareness is required about the financial literacy of among young women.

3 RESEARCH GAP

There are some research gaps observed from the reviewed articles on topic:
FINANCIAL LITERACY AMONG WORKING WOMEN IN HIGHER EDUCATION SECTOR OF RAJASTHAN

- Less number of studies has been conducted related to working women.
- No study has been done on financial literacy of working women on the education sector in Rajasthan.
- Almost no research has been done to evaluate the financial awareness of working women in India especially in Rajasthan.

3.1 MOTIVATION OF THE STUDY

A close examination of review of literature on financial literacy which includes literacy on general banking, savings and investment, insurance, and securities that indicates that there are diverse elements in the work environment which can be investigated.

Another important factor of financial literacy of working women in the educational sector would lead to a better more knowledgeable youth of the country.

Ample research is available on other sectors but availability of literature which focuses on educational sector is limited.

The earlier studies are mostly conducted outside India; those studies which are conducted in India are mostly from southern regions. Hence, this study is precisely conducted in Rajasthan state.

3.2 RELEVANCE OF THE STUDY

- This study is significant in view of the fact that education sector constitute a sizeable portion of the country. The purpose of this research is to assess the level of financial literacy among working women of Rajasthan.

- The specific objectives of the study are to examine working women's understanding of and knowledge in finance, money management activities such are general knowledge in finance, knowledge in savings and borrowing, personal financial management practices and financial management challenges.

- The earlier studies are mostly conducted outside Rajasthan. Hence, this study is precisely conducted in Rajasthan state only.

3.3 OBJECTIVES OF THE STUDY

- To study the level of financial literacy of working women in Rajasthan.
- To analyse the money management skills of a working women.
- To examine how women's knowledge influence his/her personal opinion and decision on issue related with finance.
- To examine the awareness level of working women about various financial products.
- To measure the gap between financial literacy and present education system of India.

3.4 HYPOTHESES OF THE STUDY

$H_{01:}$ There is no significant difference between the financial literacy of working women.

H_{A1}: There is significant difference between the financial literacy of working women.

H_{02}: There is no significant difference between the knowledge of various financial products and services among working women on their opinion and decision making ability related to finance.

H_{A2}: There is a significant difference between the knowledge of various financial products and services among working women on their opinion and decision making ability related to finance.

3.5 SCOPE OF THE STUDY

- This research highlights the level of financial literacy of working women.
- The sample collected for this study would be from Rajasthan state only.
- This study would be derived from primary data by giving questionnaires to working women in education sector.

4 PLAN OF WORK AND METHODOLOGY OF THE STUDY

4.1 RESEARCH DESIGN

Research design is the technique for conducting a research project. The design of the study is explanatory and descriptive research approaches. Explanatory study approach will be employed to establish how variables such as age, qualification, work experience place has a impact on working women's financial literacy and also to show how women's knowledge in finance help them to make informed financial decisions as well as other factors that can result in teachers having financial knowledge.. The main research instrument used in this study will be questionnaires.

4.2 DATA SOURCES

The study will mainly be based on primary data collected through the use of questionnaire; open ended questions will be designed and administered to respondents. The questions cover a mixture of various topics such as banking, planning for short and long term financial goals and awareness and choice of financial products. The target population of the study will consist of working women of Rajasthan state only. The study is intended to develop and validate a survey instrument that will assess the financial literacy and awareness levels of these women.

4.3 DATA COLLECTION

The study will be descriptive and explanatory study in nature. Primary sources and secondary sources will also be used for this study. For the purpose of this study the sources will be as follows:

- **Primary Data sources:** It will be collected with the help of questionnaire, to be filled in by the respondents.
- **Secondary Data sources:** It will be collected with the help of Books, Reports, Journals, Magazines, Newspapers, Websites and other published sources.

Statistical tools like Graphical Presentation, Average Mean, Mean Deviation, ANOVA, T-test will be used for analysing, interpretation of data and for drawing conclusion.

4.4 UNIVERSE OF THE STUDY

Universe of the study will be the education sector of Rajasthan.

4.5 SAMPLING DESIGN

Sampling Technique

Sampling techniques are broadly divided into two groups as probability sampling techniques and non-probability sampling techniques. For the current study, Convenience sampling is chosen.

- **Sampling Technique:** Convenience sampling
- **Sample Frame:** Rajasthan
- **Sample Size:** 500

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